

Get Out There!

Exploring Canberra's Parks

A K-6 TEACHING PACK

Written by Irene Serrat in collaboration with

ACT Parks Conservation and Lands.

Canberra, 2009



*Healthy Parks
Healthy People*

Further information
Canberra Connect: 13 22 81
Website: www.tams.act.gov.au



GET OUT THERE! EXPLORING CANBERRA'S PARKS A P-6 Teaching Pack



WELCOME!

Canberra is the bush capital of Australia and Canberrans love their parks. More than 70% of the ACT is open space and every year Canberra residents visit their city parks in excess of 12.2 million times. Parks are a natural part of living in Canberra and, as such, a valued asset to the local community.

Schools can benefit greatly from Canberra's open spaces and are in a position to explore these natural surroundings in a meaningful way through the curriculum. Ample opportunities for inclusion of parks and open spaces abound in the context of school and classroom programs. This pack is designed to help teachers make parks a natural resource in their teaching and planning.

There are a multitude of areas to visit as part of your school program to encourage environmental studies, introduce cooperative activities or to support current school themes and topics.

This pack contains activities that can be easily used in any classroom to help celebrate the richness of ACT parks and open spaces. We encourage you to use them not only as part of a set theme or topic, but as an integral part of your school classroom program.

So, "Get Out There" and explore ACT Parks with your class!

Our diversity of natural surroundings,
along with the abundance of city parks and open spaces,
make Canberra a very special city.
So why not get out there and enjoy it!



WHAT THIS PACK CONTAINS

The activities presented in this pack have been designed to support the *Every Chance to Learn: Curriculum Framework for ACT Schools P-10*.

The overall aim of this teaching pack is to encourage education about and in Canberra's parks and open spaces, and a greater appreciation of the value of parks within our community and lives.

The pack is in four sections:

Section 1 How To Use This Pack This section provides suggestions on how to use this pack, guiding questions, as well as how to use this pack with other themes, across KLAs and with special days and events.

Section 2 Information for Teachers This section provides a brief background to parks in the ACT, where to find additional information, as well as 10 easy ways to include parks and open spaces in your teaching.

Section 3 Teaching and Learning Activities This section provides a set of activities supporting the theme and guiding questions. They have been organised in a Bloom's/MI grid. An example of activities organised using the Inquiry Approach to teaching and learning has also been provided.

Section 4 Student Handouts and Activities This section provides a set of ready-to-use classroom activities.



SECTION 1

HOW TO USE THIS TEACHING PACK

This section suggests ways the content and activities in this pack may be used by teachers.

OVERVIEW: Possible ways to use this pack

1. Use the suggested activities and handouts to develop your own unit of work around the theme of Canberra Parks and Open Spaces
2. Use the suggested activities and handouts to supplement an already established theme e.g. Outdoor education, Canberra, Leisure, Games, Environment, volunteers
3. Use the activities as stand-alone tasks, enrichment activities or to supplement already-planned lessons
4. Use the MI/Blooms activities grid or Inquiry Approach outlines to plan your sessions
5. Use the suggested guiding questions to formulate an activities plan

SUGGESTED GUIDING QUESTIONS

The suggested guiding questions have been formulated to reflect the goals of this unit. The activities and themes covered in this unit provide ample opportunity for students to explore these questions and formulate some of their own.

The guiding questions may be used to:

- a. Guide choice of activities
- b. Focus student research and learning
- c. Provide a framework for unit planning and assessment
- d. Form part of your class display and research focus

GUIDING QUESTIONS

What is a park and are all parks the same?

Where are Canberra's parks and why are they important?

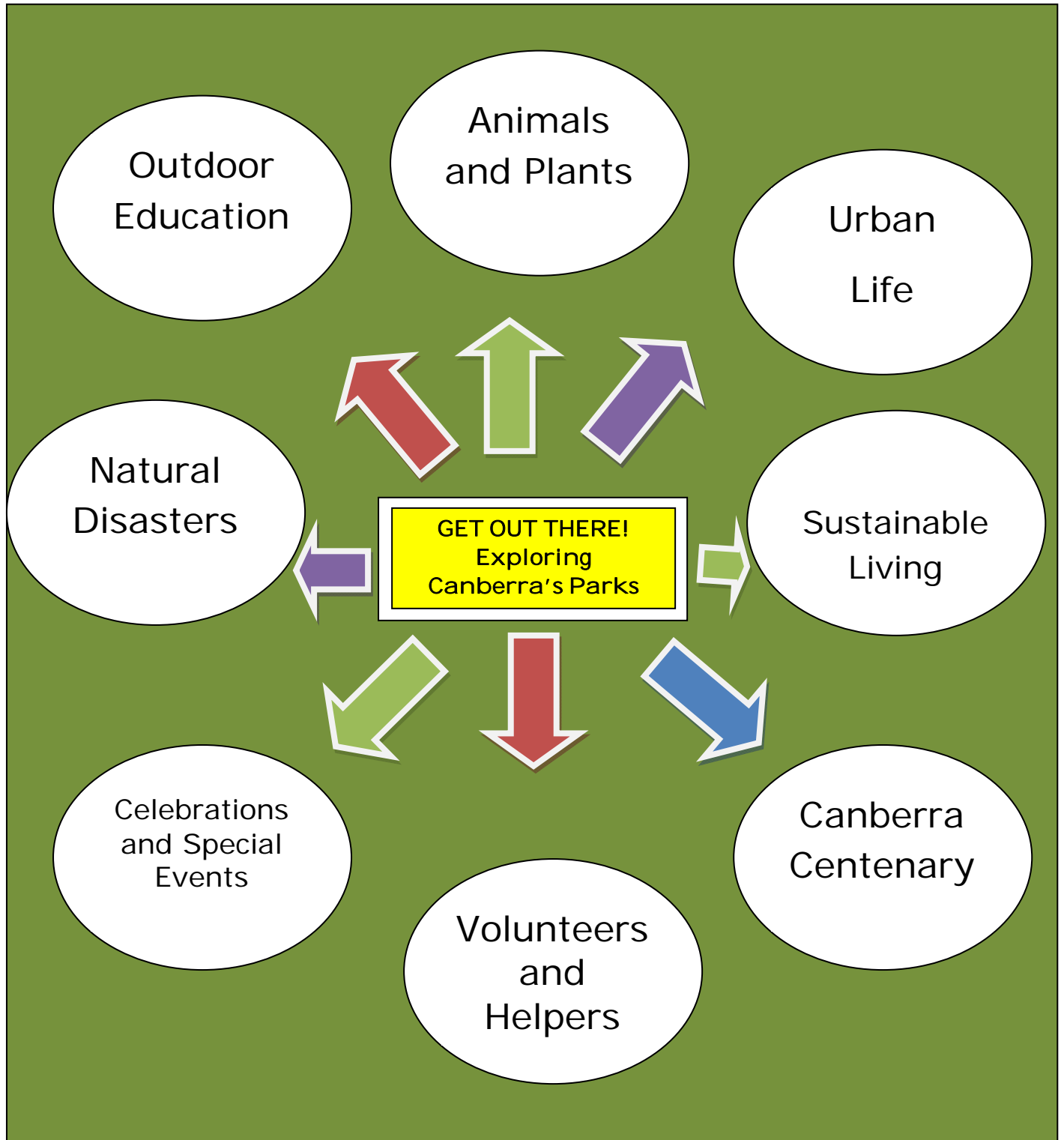
What activities take place in Canberra's parks?

Who looks after Canberra's parks?

What role do I play in the future of Canberra's parks?

USING THIS PACK WITH OTHER THEMES AND TOPICS

The activities in this pack can be used as presented in this pack or integrated into a variety of related topics and themes. The following diagram illustrates possible topics and themes into which the activities in this pack could be incorporated and used to explore ACT parks and open spaces.



USING THIS PACK ACROSS ALL KEY LEARNING AREAS

The following diagram provides an example of ways the activities and messages in this pack can be linked to Key Learning Areas.

Use the activities and themes in the following ways:

English

- Start discussions
- Write about parks
- Read about parks

Languages

- Find out how other cultures use parks
- Look up park words in other languages

The Arts

- Explore parks in art
- Create your own park art and music

Technology

- Appraise park structures
- Find out how new technology is used in parks

Social Science

- Understand the value of parks
- Explore Canberra's history

Health and PE

- Promote outdoor life
- Promote healthy life choices

Science

- Find out about sustainable living
- Find out about animal habitats

Maths

- Apply concepts to real life situations
- Discover maths around us

USING THIS PACK TO HELP CELEBRATE SPECIAL DAYS AND EVENTS

Parks Conservation and Lands proudly supports several community events and initiatives. View these at: http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/organised_events
The following chart includes some of these as well as additional opportunities to include Canberra's parks in your classroom programs and help you celebrate community events. So **Get Out There** and celebrate!

Jump Rope for Heart

Hold the event or training activities outdoors.

Parks Week

Have some lessons at a local park. Invite parents and carers to join in.

School Concert

Hold the concert outdoors and include a Parks Theme.

Fathers/Mothers Day

Hold a picnic at the local park to celebrate the special day.

Clean Up Australia

Adopt a park or open space to clean up and look after.

Harmony Day

Have a multicultural picnic day in the park.

End of Term

Celebrate with a learning journey outdoors

ANZAC Day

Attend the special Schools' Ceremony in the park

Environment Day

Visit a park in another suburb and spend the day exploring it

School Assembly

Hold it at the park and invite the local community to join in.

SECTION 1: INFORMATION FOR TEACHERS

Canberra is unique in its interplay of built and natural environment. The region offers stunning national parks, reserves, parks and open spaces which are rich in flora, fauna and activities for everyone.

Canberra Nature Park includes 34 separate reserves interspersed through Canberra's suburbs. The Nature Park system is unique to Canberra and a legacy from the original design by Walter Burley Griffin. Hills, ridges and grasslands are protected from development and are accessible to all Canberrans. There are plenty of opportunities for relaxation, recreation, fitness, exploration and adventure whilst respecting the finely tuned balance of nature. The majority of users are nearby residents who exercise themselves and their dogs. Many visitors and tourists visit areas of Canberra Nature Park, Mt Ainslie, Black Mountain, Mt Taylor and Red Hill. The areas are also popular with cyclists.

Connectivity is critical to the well being of the Canberra Nature Park system. Birds use them as flight corridors and there are several endangered plants and animal communities that depend on them for survival. Canberra Nature Park also protects the Aboriginal, European and landscape heritage that we and our children's children own. Wherever you look, you can see a part of the nature park system. The Canberra Nature Park weaves its way throughout Canberra and leaves the city's footprint punctuated with open space.

Particularly exciting is the sanctuary at Mulligans Flat next to the suburb of Forde. All feral animals are being removed to allow native animals not seen for generations, re-establish themselves in the unique ecosystems. For further information go to

http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places

Canberra also enjoys the benefits of lakes, ponds and waterways also managed by Parks, Conservation and Lands. These allow for recreational activities such as boating, fishing and swimming to take place. Bike riding, walking and bird watching are also popular along the shores of Canberra's lakes. The only lake not managed by Parks Conservation and Lands is Lake Burley Griffin. This nationally significant lake provides the setting for many of our national buildings such as the National Gallery and new National Portrait Gallery and is appropriately cared for by the National Capital Authority. For further information go to

http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places

There are many urban parks in Canberra. These include town, district and neighbourhood parks, and are all managed by ACT Parks, Conservation and Lands. There is a logical hierarchy to parks in Canberra. Taking Tuggeranong as an example, the Town Park is on the lake with facilities for major events, and a broad range of inclusions for all ages. Maintenance is most intense in Town Parks and the grass is irrigated. Town Parks are within walking distance of Town Centres. Tuggeranong Town Park extends between the College and Swimming complex. Lake Tuggeranong District Park is the less intensely developed park land that extends around the remainder of the lake foreshore. There are other District Parks in Tuggeranong. They are easily identifiable by the intensity of development and provision of facilities. They are at Fadden Pines, Kambah and Point Hut.

Elsewhere there are many smaller Neighbourhood Parks. These are within walking distance of houses with the main users being parents with young children. They are usually linked with or adjacent to cycleway, pedestrian parkland and laneways.

For information on the location and types of parks, go to

http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places

Another and unique aspect about living in Canberra is the presence of 18 horse holding complexes. These consist of a series of paddocks and facilities that horse owners can use at a cost.

Beyond the city's footprint are a range of park types including our own National Park which is a part of the broader Alps National Parks which has recently been heritage listed, the nature reserves such as Tidbinbilla, the pine plantations that are no longer used commercially such as Majura Pines, Molonglo Gorge etc and the Murrumbidgee River Corridor that bisects the ACT. Parts of the corridor touch the city's edge such as Pine Island and Point Hut. The Corridor (MRC) and Tidbinbilla are exceptionally good places to learn about nature and the value of parks. Tidbinbilla now includes Birrigai and offers a broad range of venues from which teaching can be conducted noting that the intent must be communicated with the Manager of Visitor Programs at Tidbinbilla prior to visiting. Call Canberra Connect on 13 22 81.

What is Get Out There?

The ACT Department of Territory and Municipal Services (TAMS) have produced a booklet outlining some of the benefits of visiting our local parks and open spaces: **Get out there! A Guide to the Australian Capital Territory's Parks and Open Space System.**

The booklet has information on all the parks and open spaces within and outside the city of Canberra, as well as the many activities that the community can participate in at these parks. It promotes the concept of *Healthy Parks, Healthy People* and is a valuable resource for any study of urban parks, outdoor education and Canberra.

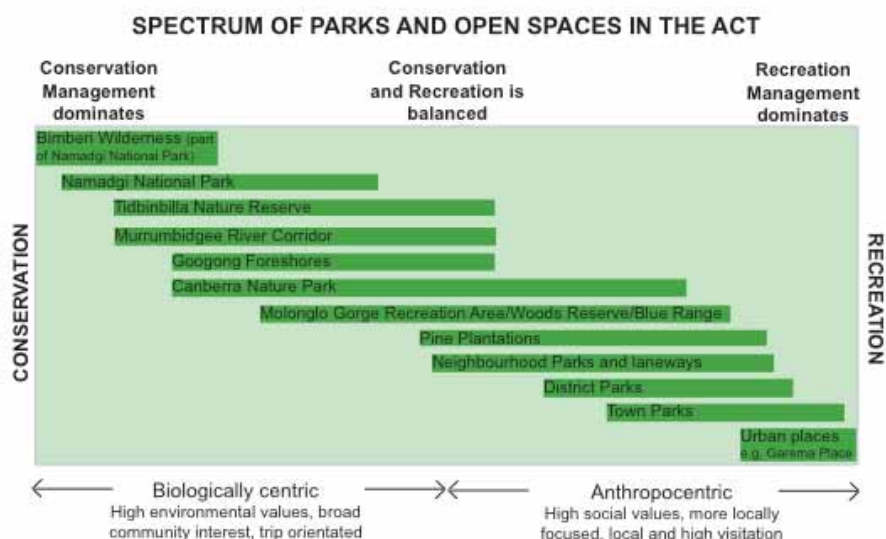
This unit has been developed to support the **Get out there!** publication and provide a springboard for the appreciation of the value of parks in the ACT area.

To view a copy of the **Get out there!** publication go to:

http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_-_education

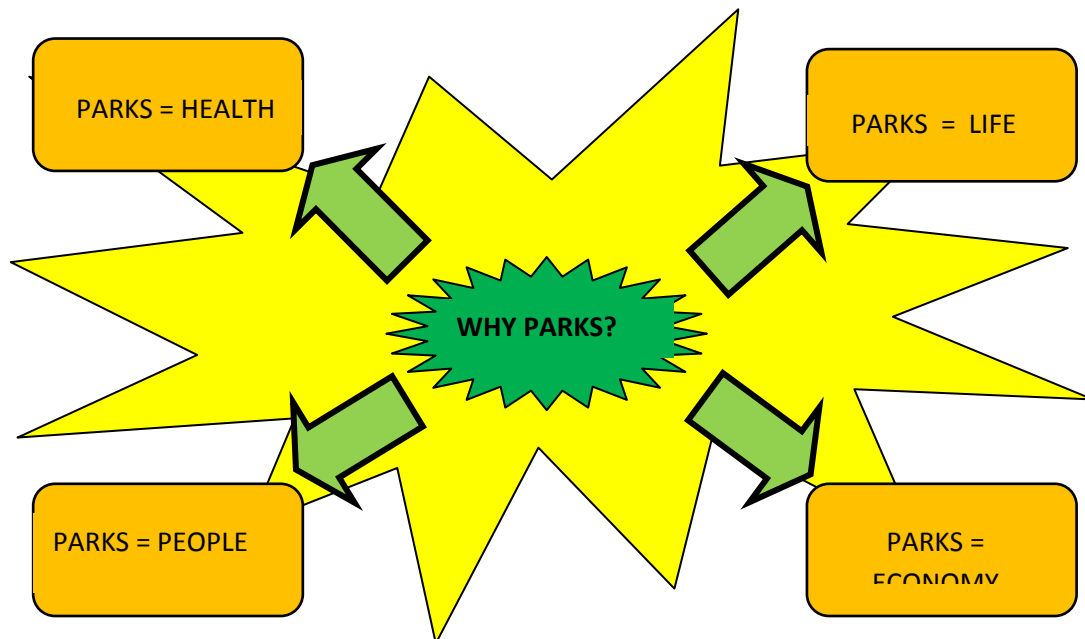
To find out more about **The Value of Parks** and **Healthy Parks, Healthy People** go to:

http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/the_value_of_parks



Why teach about parks, reserves and other open spaces?

The human species has evolved from, and has been nurtured by, the natural environment – we are a biological product of the earth itself. This deep connection is one that we must all remember. Our parks are the storehouse of our past and, more importantly, of our future. (**The Value of Parks**, p1)



The importance of our parks is increasing with time, especially in the case of our urban parks. As we continue to expand the built environment, the natural environment is in danger of disappearing from the landscape. As children learn about the value of these open spaces, we help to protect our natural environment. In turn, the natural environment rewards us with benefits beyond measure.

By incorporating ***Get out there!*** into the teaching and learning program, teachers are encouraging students to learn *about* the natural environment while *in* the natural environment.

For posters and further information regarding the importance of parks within our community, contact Parks Conservation and Lands through Canberra Connect 13 22 81 or on the web at:

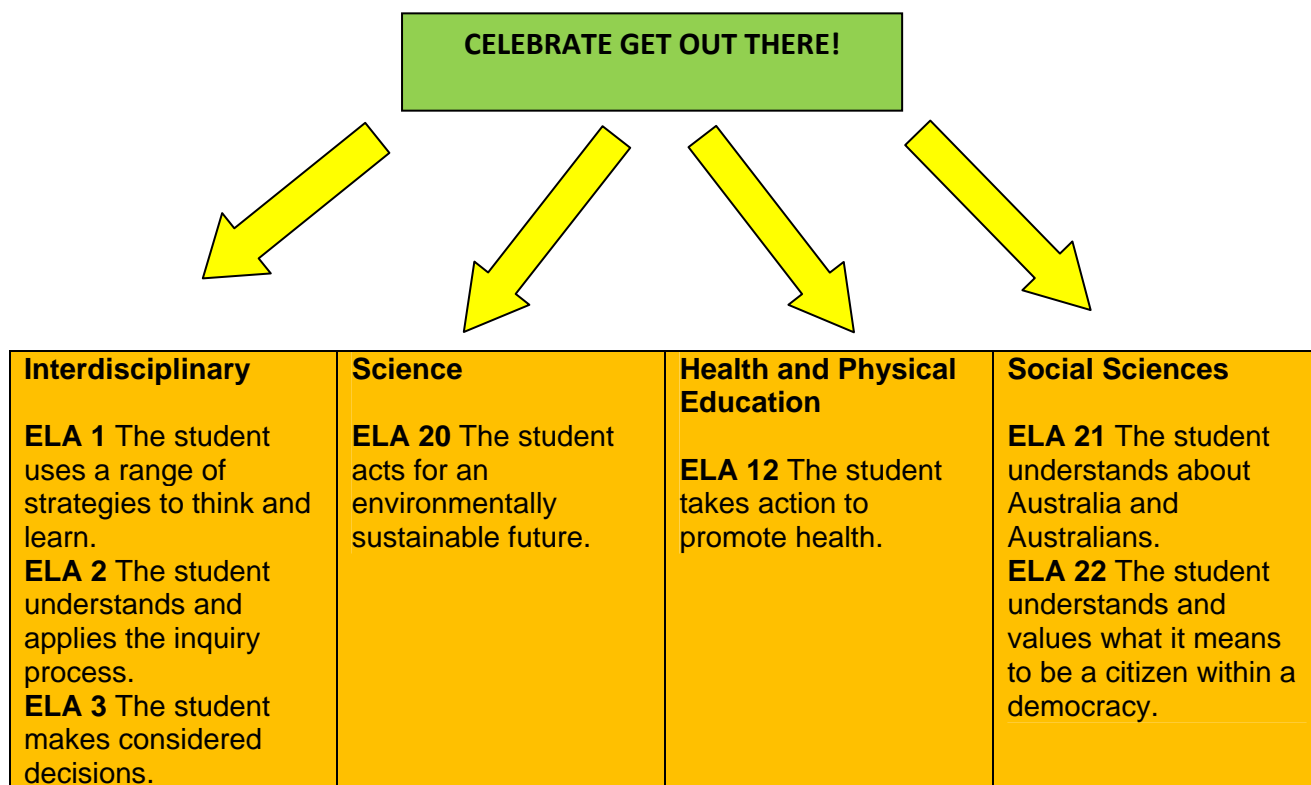
http://www.tams.act.gov.au/play/parks_conservation_and_lands

You can also access the publication ***The Value of Parks*** at

http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/the_value_of_parks

Links to the ACT Curriculum Frameworks

This unit presents a practical way to meet some of the requirements set out in *Every Chance to Learn: Curriculum Framework for ACT Schools*. The following chart shows the links to the relevant Essential Learning Achievements.



VALUES FOR AUSTRALIAN SCHOOLING

Responsibility

Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life, take care of the environment.

10 Easy Activities that Promote Parks to Include in Your Teaching Day

1. Add relevant Canberra parks words and names to your weekly spelling list
2. Visit a local park for PE activities and games
3. Use fast facts for a quick class game or quiz
4. Have a planned lesson in the local park or outdoors e.g. the school playground
5. Use newspaper stories about events in Canberra parks to discuss with your class
6. Display fiction and non-fiction books about parks, urban spaces and native flora and fauna
7. Read the class a story about parks or a story set in a park
8. Keep a class weekly journal of events and news about Canberra parks
9. Fast Finishers: Brainstorm fun class activities at your nearest park
10. Add quick facts or questions about parks on the bottom of class handouts or on a display wall.

Where to find additional information

1. The Parks Education Webpage

http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_-_education

Provides links to key publications, teaching packs and where to obtain additional resources.

2. The Value of Parks

Outlines the value of parks. Also contains stunning pictures and the language level is suitable for use with confident readers.

http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/the_value_of_parks

3. "Get Out There!" A Guide to the ACT's Parks and Open Space Systems

Contains information about Canberra's parks and open space systems. A great resource to use when locating parks on a class map, discussing fun park activities and learning about park symbols.

http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/where_to_go

4. Canberra Nature Park

Contains information about Canberra Nature Park.

http://www.tams.act.gov.au/play/parks_conservation_and_lands/parks_reserves_and_open_places

5. To find out about more about Canberra's parks, forests and reserves go to:

http://www.tams.act.gov.au/play/parks_conservation_and_lands

6. Information on **Canberra's parks and gardens** from a tourist perspective.

The links to the specific parks give a general description of the park, interactive maps and recommended park activities. Good photographs.

www.totaltravel.com.au/travel/nsw/canberraact/directory/gardens

7. To find out about **Canberra's native plants and animals** see

http://www.tams.act.gov.au/play/parks_conservation_and_lands/wildlife

8. For information on **living with our environment** go to

http://www.tams.act.gov.au/play/parks_conservation_and_lands/wildlife/local_wildlife2

9. For information and teaching resources on **Sustainability Education** go to

<http://www.sustainableschools.act.gov.au>

10. For information on Parks Conservation and Lands **volunteer partners** go to:

http://www.tams.act.gov.au/play/parks_conservation_and_lands/about_us/employment/volunteering

11. For information on **park user groups** go to

http://www.tams.act.gov.au/play/parks_conservation_and_lands/get_out_there!/organised_events

12. For information on PCL Policies and Strategies go to:

http://www.tams.act.gov.au/play/parks_conservation_and_lands/about_us

13. For information on leadership in the parks industry go to

<http://www.parksforum.org/>



SECTION 3:

TEACHING AND LEARNING ACTIVITIES

This section provides teachers with different ways of organising teaching and learning activities. All activities may be used in isolation or as part of a broader program. Some activities have student handouts included in the Student Activities section of this pack.

Blooms/MI Activities Grid

Chart 1 is a grid containing 48 activities for use in the classroom. The activities have been arranged using the Gardener's Multiple Intelligences/Blooms Taxonomy of Thinking Skills framework.

How to Use the Blooms/MI Activities Grid

Choose the activities that best suit the needs of your students. All activities can be adapted or presented to cater for the individual needs of students, as well as available resources and time.

Teachers may use the chart in a variety of ways, including:

1. Enlarge and display the chart in a prominent place for students to choose their activities.
2. Decide on the activities that best suit your current program.
3. Use the activities for homework, fast finishers or as challenge time.
4. Assign the activities as a learning contract. See below for example.

LEARNING CONTRACT: Get out there!

Name _____ Date _____

In order to complete this learning contract, you must achieve a minimum of 18 points.

You decide which combination of activities to do. They must total 18 points.

Knowing and Understanding activities are worth 2 points each.
Applying and Analysing activities are worth 4 points each.
Creating and Evaluating activities are worth 6 points each.

An Inquiry Approach

The teaching and learning activities in Chart 2 have been arranged using an Inquiry Approach to the integrated curriculum.

How to Use the Inquiry Approach Chart

Choose the activities that best suit the needs of your students at each stage. All activities can be adapted or presented to cater for the individual needs of students, as well as available resources and time.

You can add or change activities at each stage by choosing from the previous Blooms/MI grid.

GET OUT THERE! ACTIVITIES GRID

Multiple Intelligences	Bloom's Taxonomy of Thinking Skills: Six Levels of Thinking					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Word (I enjoy reading, writing and speaking)	List all the parks you know in Canberra. Create a class Wordbank and start your own Parks Dictionary.	Read the online information about the different types of parks in Canberra and create a poster about them.	Dramatise one of the activities that take place in Canberra parks. Read the <i>Get out there!</i> booklet online for ideas.	Visit and compare different parks in Canberra. Design a chart based on your findings.	Design a true or false quiz about Canberra Parks. Swap quizzes with a friend and test your knowledge.	Combine the best features of three parks and design a new one. Name and advertise your new park.
Maths (I enjoy working with numbers and science)	List the important dates about parks in Canberra's history. List number facts about Canberra parks.	Survey and graph what people enjoy about parks. Find out favourite activities and add them to your graph.	Draw a map of Canberra showing where all the Nature Park sites are located.	Investigate to find out how parks survive and recover from bushfires. Draw a timeline or concept map to show what happens.	Use evidence to support the statement: "Parks promote healthy living".	Plan or create a website or PowerPoint presentation about your favourite Canberra park.
Visual (I enjoy painting, drawing and visualising)	Draw what you know about Canberra Parks. Visit your local park and add to your drawing.	Draw a birds-eye view of a Canberra park. Identify common symbols found on park signs.	Create a collage of Canberra parks and open spaces. Add words, your own photos and drawings, as well as 3D objects. Give your collage a title and display it.	Design a poster to encourage people to "Get Out There". Use Photoshop or KidPix to help you.	Collect art work showing parks and critically evaluate one. Use the 6 Hats Reflection to organise your ideas. Present your work as a poster.	Design and create a photo display of Canberra Nature Park. Show different ways to enjoy parks, as well as native flora and fauna.
Body (I enjoy doing hands-on activities)	Plant a tree in your local park or school grounds. Contact Greening Australia for help.	Act out or mime reasons to plant trees. Make a model of how your tree planting area will look in 10 years.	Collect information about Canberra parks and create a display for the school to view.	Experiment growing different native plants and seeds. Collect native seeds with Greening Australia.	Invite a local volunteer group to teach you their park activity e.g. bird watching	Design a park fitness lesson for your class. Get the class to participate in it with your teacher.
Music (I enjoy making and listening to music)	At the park, close your eyes and listen to the sounds around you.	Record the sounds at your local park. Compare the sounds with what you hear at school or home.	Put words about parks to a simple popular tune, like "Twinkle Twinkle Little Star".	Find forest or park music and listen to it. How does it make you feel? Why? Create a dance to one.	List ways that music could be incorporated into parks. How will this affect park use and care?	Make a sound map of a walk through the park.
People (I enjoy working with others)	In a group Use Think, Pair Share to list what you know/would like to know about parks	In a group discuss and list some of the problems faced by Canberra's parks.	In a group, write questions to ask a park ranger or send to an expert based on your list of problems.	Prepare a survey and interview people about the problems you have listed. Which one concerns people most?	Write a letter to the community to make them aware of problems. Include suggestions for solutions.	In your group, design a campaign to make people aware of the problems faced by ACT parks. Outline your solutions.
Self (I enjoy working by myself)	What can you do to encourage people to take care of parks?	Visualise yourself as a tree in your favourite park. How do you feel? Complete a Y-chart.	Choose a community or national event from the calendar. How could you use a park to celebrate it?	List different park activities you could do on your own. Choose your favourite one and do it!	If you could spend a whole school day at a park, what would you do?	Write a letter or draw a cartoon strip to thank your park. Pretend your park has read it. How did it feel?
Naturalist (I enjoy caring for animals and plants)	Find a park or open area your class could 'adopt' and look after.	Explain how your class could look after the park or open area. Take pictures of the park. Contact a local ParkCare group or Ranger for ideas.	Find information about how to best look after your park. Organise your class into work teams.	Go to your park or open area and do some of the caring activities you designed. You may need to be accompanied by a Ranger or Park Care group leader.	After some time spent looking after your park, take pictures and compare to the ones you took earlier.	Plan an excursion to your adopted park for a younger class.

CANBERRA'S PARKS – AN INQUIRY APPROACH

TUNING IN

1. Brainstorm what students already know about parks
2. Read picture books about parks and natural places
3. Begin a class Wordbank
4. Have students complete the What I Know sheet
5. Visit a park!

FINDING OUT

1. Visit a local park and have students take pictures and write about what they see. Do the 5 Senses sheet
2. Invite an expert to speak to the class about parks or park activities
3. Interview an adult to find out what they remember about parks as a child
4. Visit the PCL website

SORTING OUT

1. In a group, present a talk-show about parks
2. Create a Canberra Parks Collage
3. Draw a map showing Canberra Nature Park
4. List maths facts about Canberra parks
5. Write a description of your favourite park
6. Compare and contrast two parks

GOING FURTHER

1. Choose a 4 or 6 point activity from the MI/Booms chart
2. Research your favourite park and make a facts chart with your findings
3. Find out about parks in other countries and cultures
4. Invite a Ranger or park user group to speak to the class

MAKING CONCLUSIONS

1. Make a board game about parks and park activities
2. Draw a concept map about parks. Explain it to the class
3. Create a crossword puzzle for the class to solve. Illustrate it.
4. Do a PMI for 'What if there were no parks in Canberra?'
5. Paint a park picture

TAKING ACTION

1. Design an advertising campaign for Canberra's parks
2. Organise a trip to a local park for a park clean up
3. Plant trees in your school or local park
4. Organise a display of your work and findings. Invite people to see it.
5. Give a guided walk of a park to younger classes

SECTION 4: STUDENT HANDOUTS AND ACTIVITIES

The activities in this section have been designed to be used by students. In order to limit the amount of photocopying, we encourage teachers to:

1. Enlarge and copy the activities for use in groups or pairs.
2. Display the activities on a screen for use as a guide or activity explanation.
3. Reduce and fit two or more activities on a single sheet.
4. Use both sides of the paper.
5. Use recycled paper.
6. Re-use activity sheets with several groups where possible eg have a class set to share with other classes.

How and when to use these activities

1. Copy and enlarge the activities for use in groups or pairs.
2. Use the activities in conjunction with the activities listed in Section 2.
3. Use the activities as single lessons or part of the established learning program.
4. Allocate relevant activities for homework, fast finishers or independent work.

Contents

	ACTIVITY DESCRIPTION	ACTIVITY TITLE
1	Research activity	ABC of ACT Parks
2	Writing Activity: Response to Ranger Visit	A Day in the Life of a Park Ranger
3	Maths Activity: Survey	Favourite Park Activities
4	Writing Activity	My Favourite Canberra Park
5	Outdoor Activity: Exploration and Observation	A Quick Treasure Hunt
6	Outdoor Activity: Exploration and Observation	Through the Magnifying Glass
7	Outdoor Activity: Exploration and Observation	Colour Matching
8	Outdoor Activity: Observation and Listening skills	10 Minutes in the Park
9	Outdoor Activity: Observation and Drawing	A Bird's Eye View
10	Outdoor Activity: Treasure Hunt	Can You Find It?
11	Design Activity: Art and Design	My Park
12	Outdoor Activity: Exploration and Design	Rubbings Collage
13	Brainstorm Activity	Hot Topic Word Web
14	Word Activity: Wordsearch	ACT Urban Parks and Open Spaces
15	Brainstorm Activity	What I know and Want to Know

Draw or write words about Canberra's Parks beginning with each letter of the alphabet. Cut out chart and glue onto backing paper. Decorate the border and display your work. Enlarge this chart if needed.

		A	B	C	D
E	F	G	H	I	J
K	L	M	N	O	P
Q	R	S	T	U	V
W	X	Y	Z		

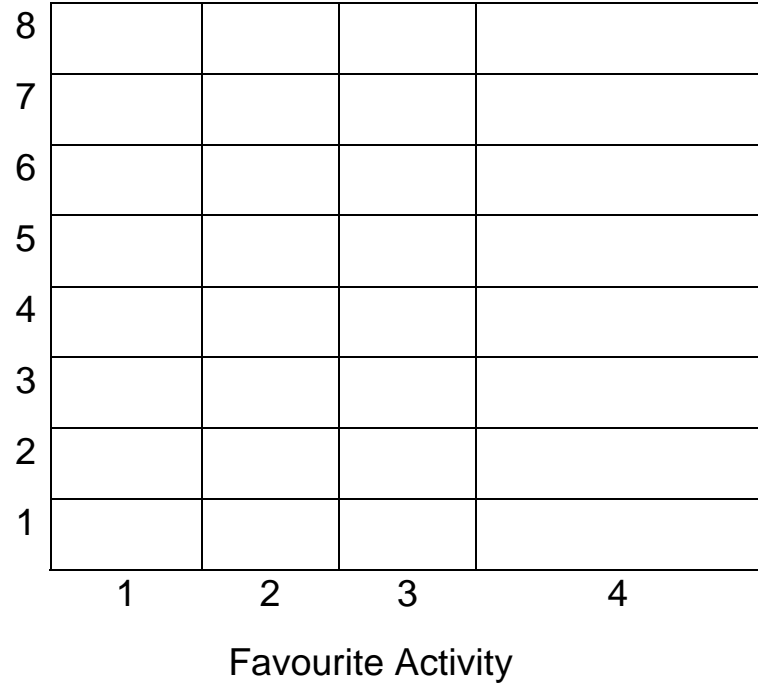
Survey: Favourite Park Activities

Name: _____

Find out what kinds of activities people do when they visit a park. Use the charts below to help you keep a record of the answers or draw up your own charts.

Activity Name or Picture	Tally	Total

Number of people



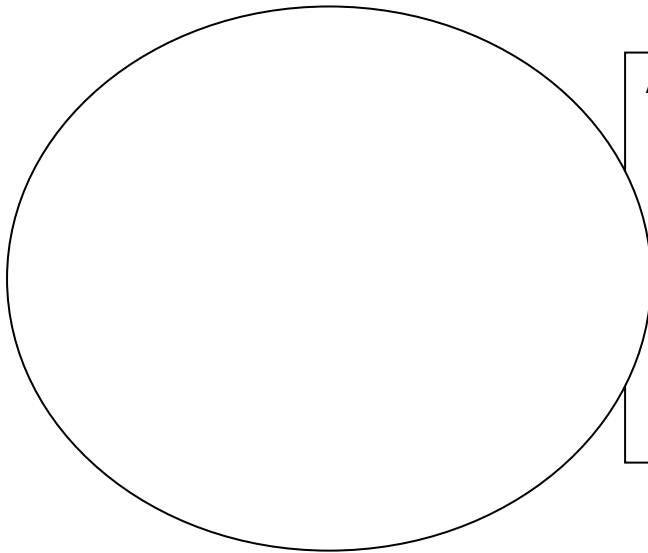
1. Which activity was the most common? _____
2. Which activity was the least common? _____
3. What else did you find out? _____
4. Why is it important to ask everyone the same questions? _____

MY FAVOURITE CANBERRA PARK

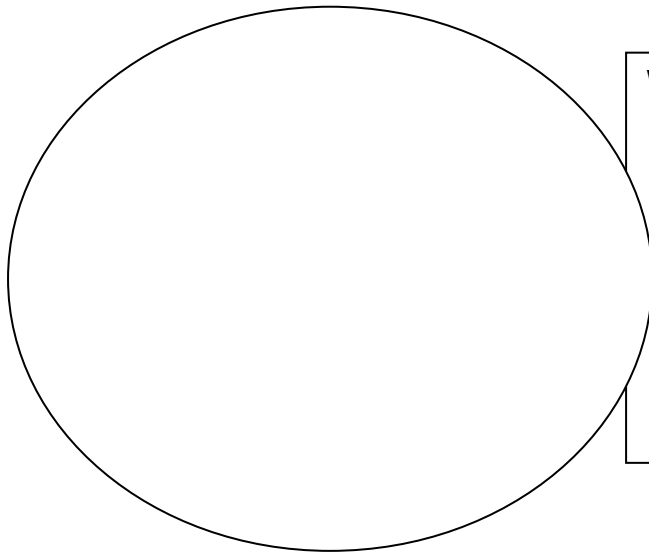
Visit your favourite Canberra Park and tell us about it. Write in the squares and draw in the circles.

My favourite Canberra Park is _____

It is my favourite park because _____



A description of my favourite park



What I enjoy most about my favourite park

Three reasons why I think you should visit my favourite park

- 1
- 2
- 3

A QUICK TREASURE HUNT!

Visit one of Canberra's many parks or do these activities in your school playground.

1. Find 3 different types of bark and make rubbings of each.

1	2	3
----------	----------	----------

How many trees can you touch in 1 minute? _____

Find a leaf the same length as your thumb. Trace around it very carefully and put it back where you found it. Colour your drawing.

Sit still for 2 minutes and list all the sounds you can hear.

Can you find any animal scratch marks or footprints? Where? Can you name the animals?

THROUGH THE MAGNIFYING GLASS

You will need a magnifying glass and to be outdoors for these activities.

Choose a spot in the park and sit down. Using your magnifying glass, look at the ground very carefully. Notice the small details that you may have missed without your magnifying glass and draw some of these. Label your drawing and display it. Did you see any small insects? Did you find anything partly hidden?

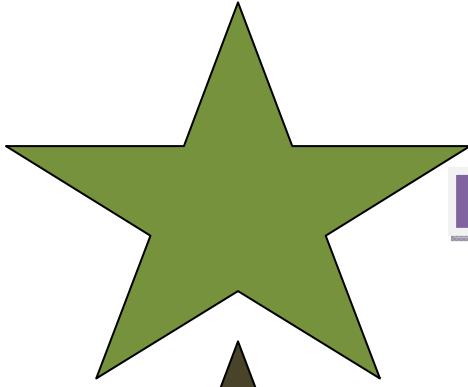
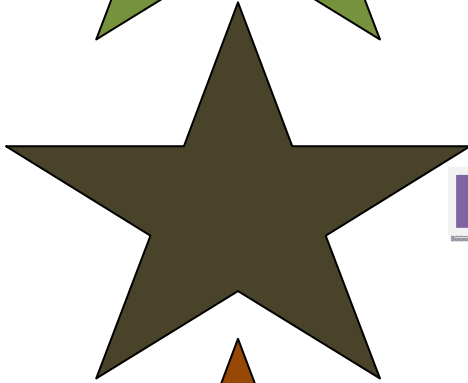
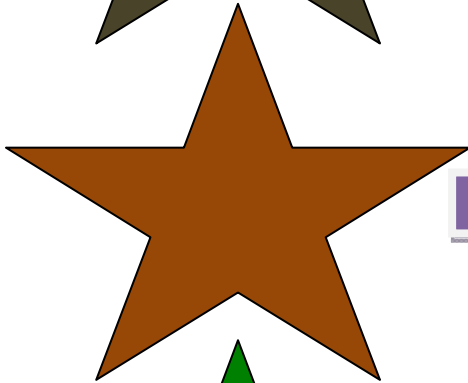
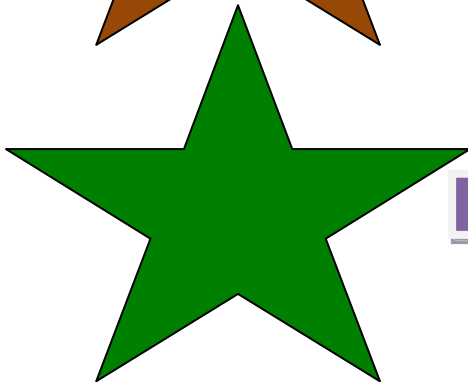
THROUGH MY MAGNIFYING GLASS I SAW ...



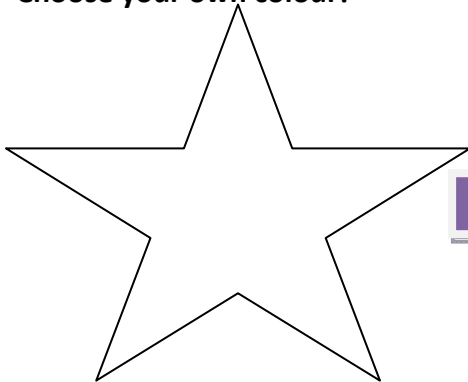
I discovered _____

COLOUR MATCHING

Find natural objects that match these colours. Draw and label what you find beside each colour star.

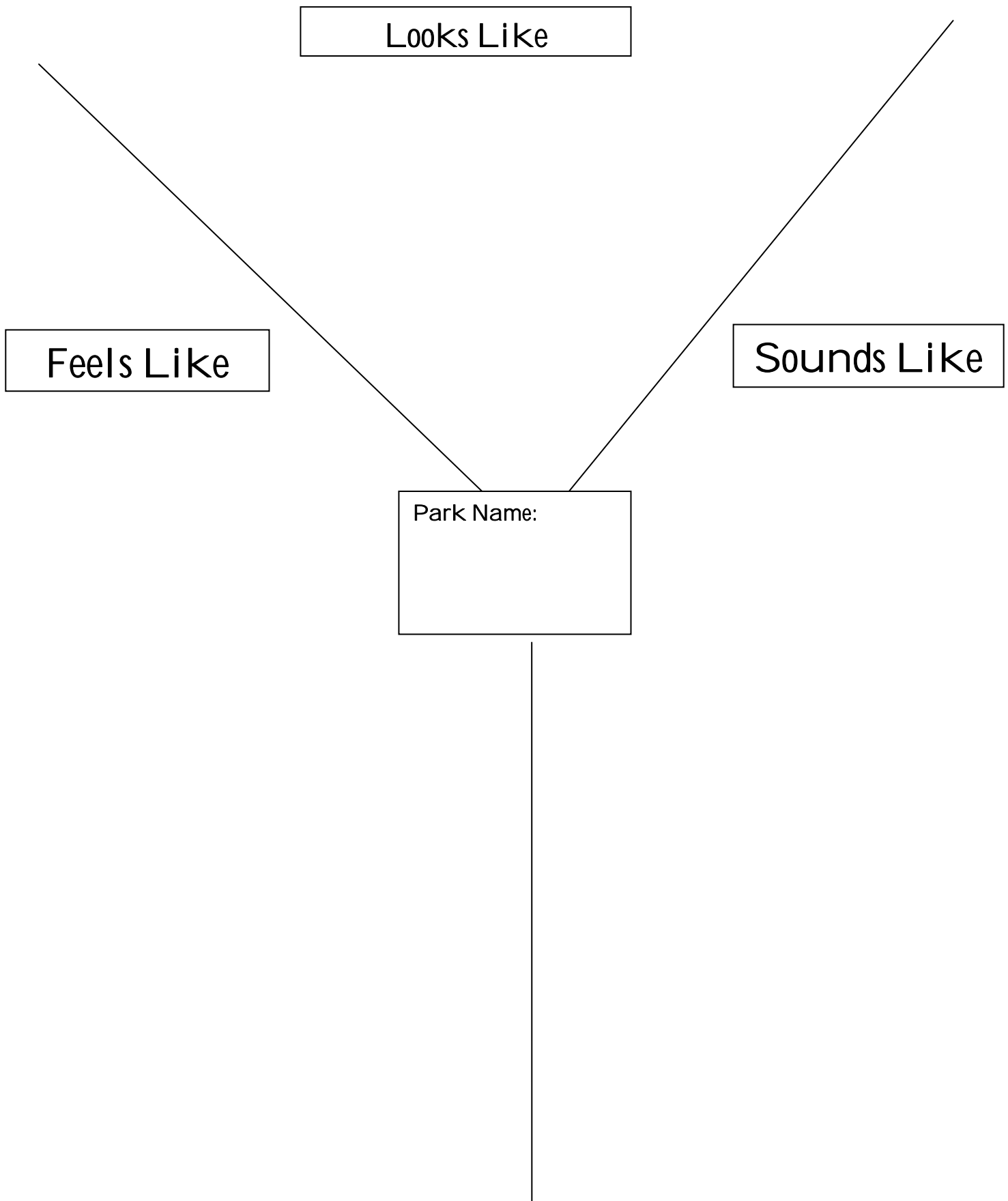
A large, empty rounded rectangle for drawing and labeling.A large, empty rounded rectangle for drawing and labeling.A large, empty rounded rectangle for drawing and labeling.A large, empty rounded rectangle for drawing and labeling.

Choose your own colour!

A large, empty rounded rectangle for drawing and labeling.

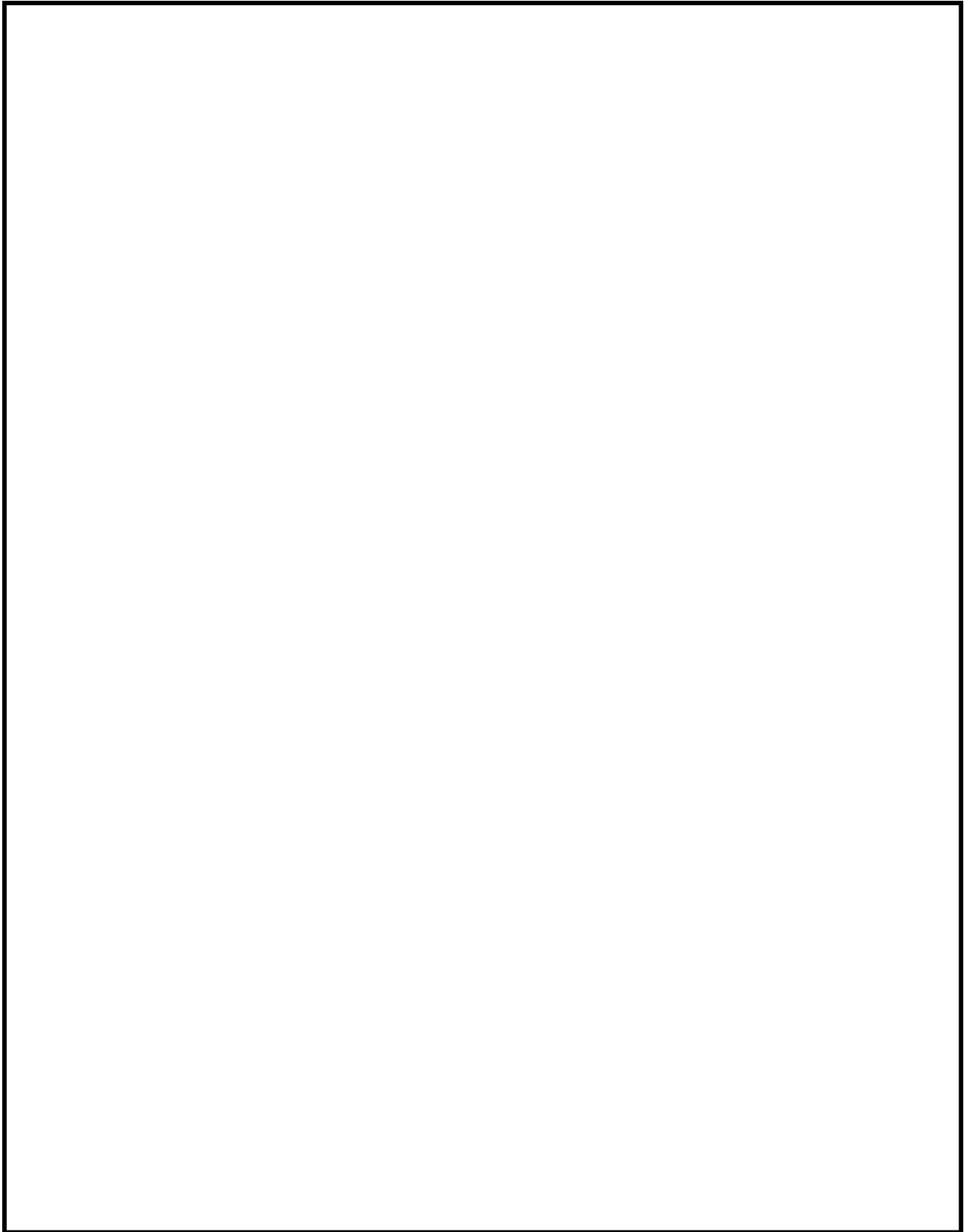
10 MINUTES IN THE PARK

Spend 5 minutes in the park listening, looking and carefully touching things around you. Write or draw in the Y-chart what you discovered with each sense.



BIRDS-EYE VIEW

If you were a bird flying above your park, what would it look like to you? Draw what you would see.



CAN YOU FIND IT?

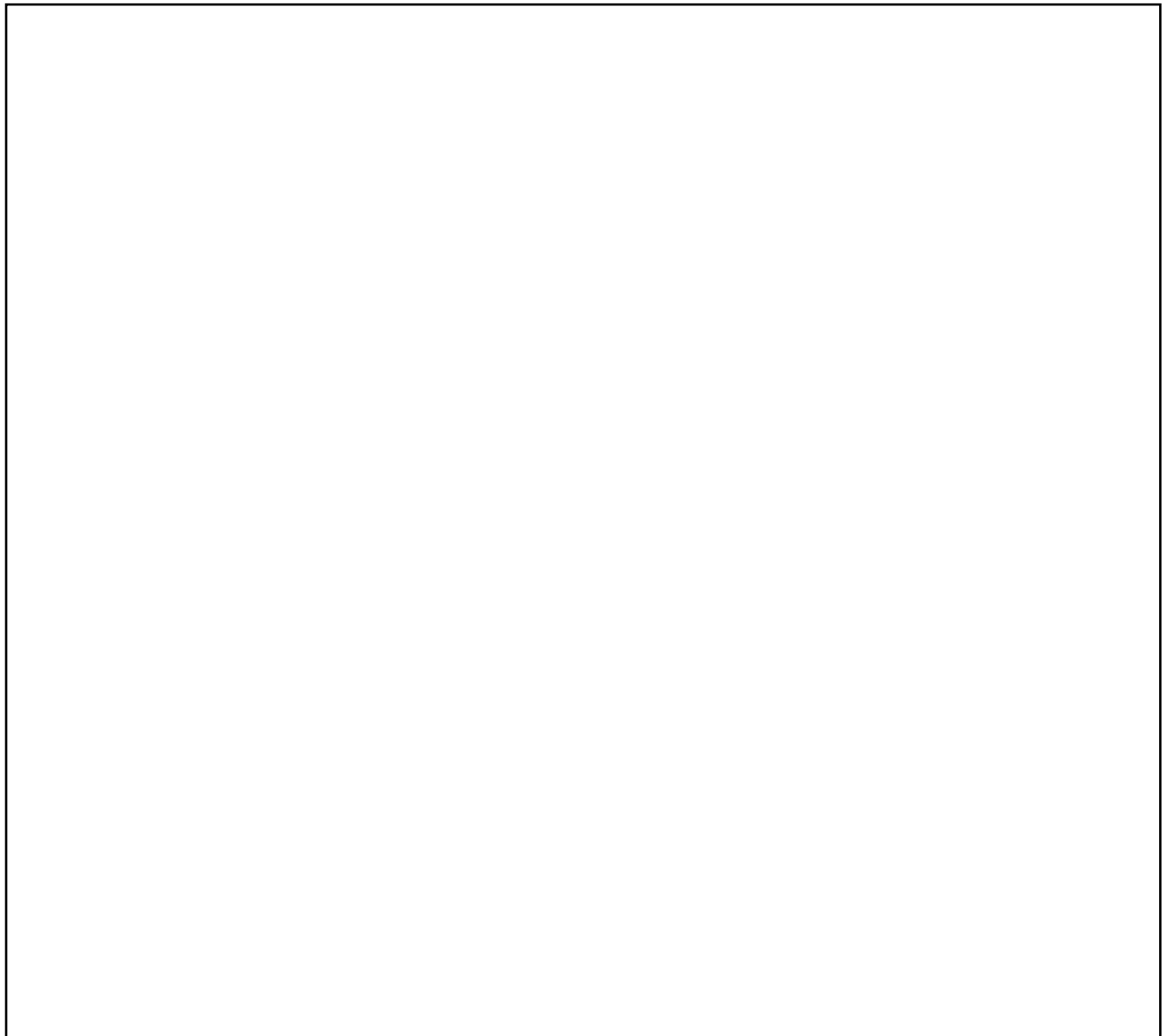
Find something that matches each sentence. Make sure you do not take anything from the park.... just look or take a digital photo. Write what you found beside each sentence.

1. Something that is smaller than your thumb. _____
2. Something that feels rough _____
3. Something that is red _____
4. Something that needs little water to survive _____
5. Something that birds like to eat _____
6. Something that does not belong in the park _____
7. Something with rounded edges _____
8. Something that is the same height as you _____
9. Something you need a magnifying glass to see _____
10. A single flower on a branch _____
11. Something that is native to Australia _____
12. Something you think smells nice _____
13. Something that makes a noise on its own _____
14. Something that can be seen from far away _____
15. Something you wish you had at home _____
16. Your favourite discovery was _____

MY PARK

Design your own park. Include a Key to Symbols and the following features:

Three walking tracks	A BBQ area
A large hill to climb	A lookout
A birdhide	Wildflowers
Children's playground	At least three picnic tables
Plenty of trees	A place to listen to bush sounds

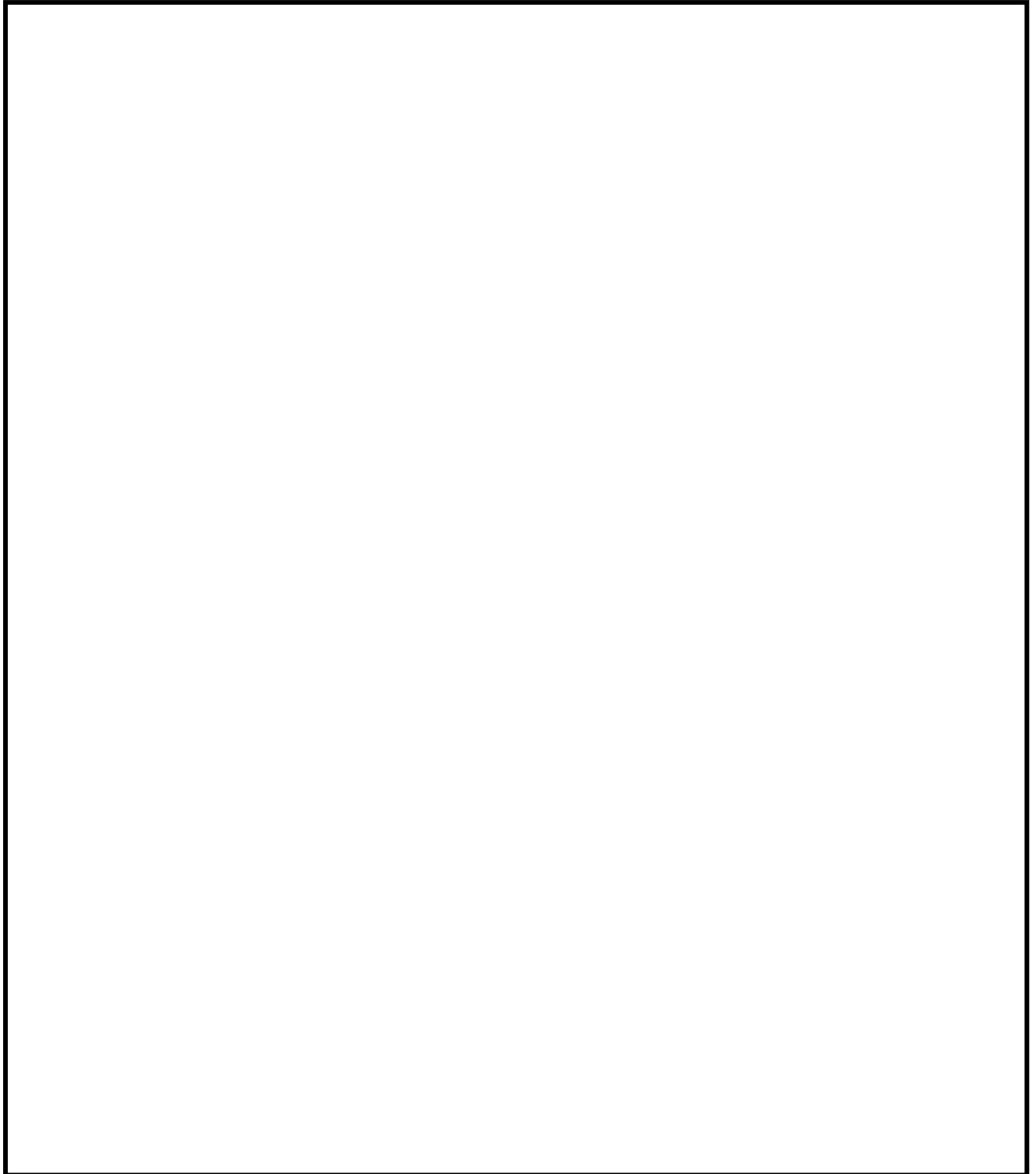


KEY



RUBBINGS COLLAGE

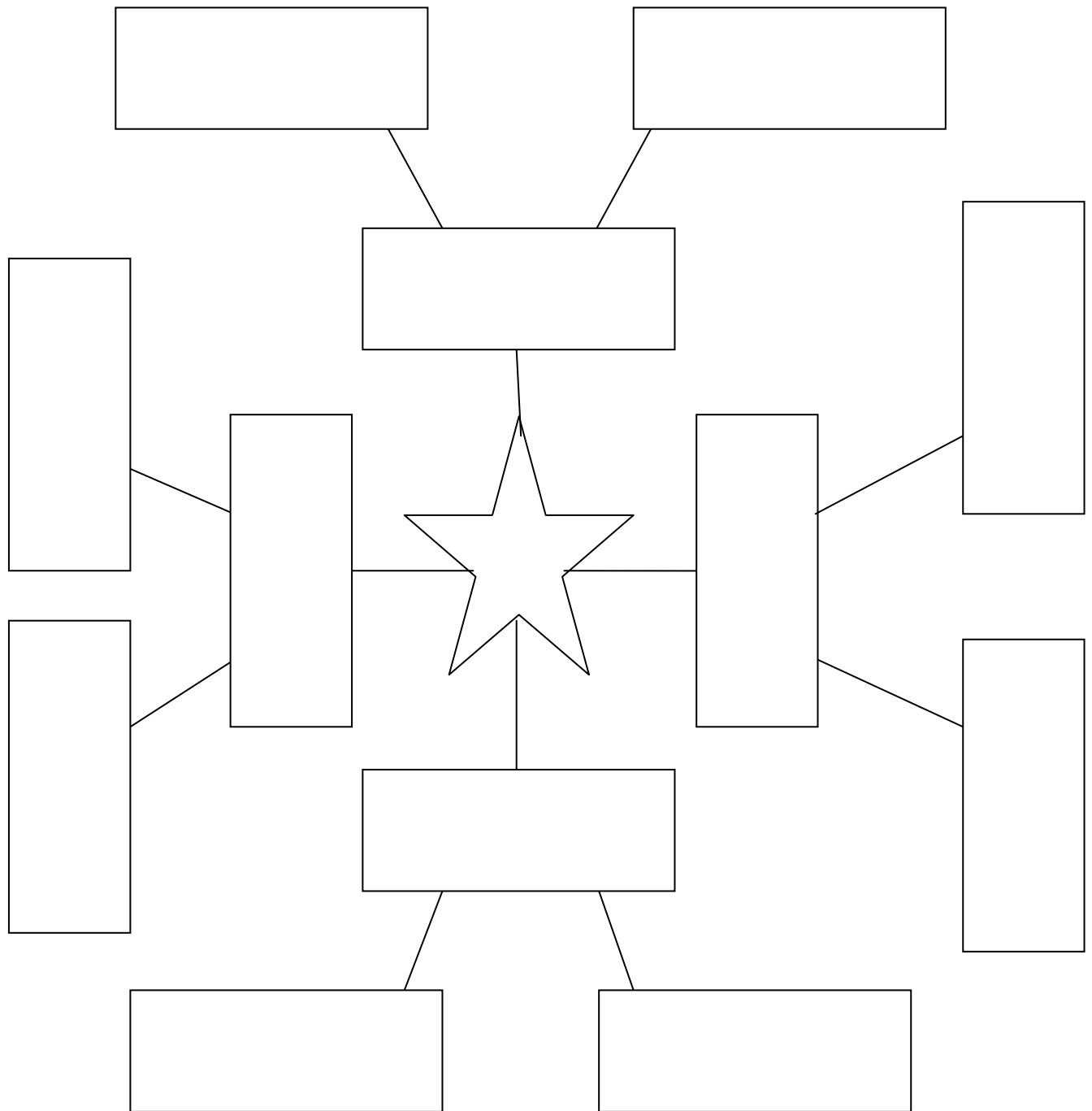
Create a collage using different crayon rubbings of Park textures. Cover the whole area below.
Can you create a picture using your rubbings?



My List of Rubbings

HOT TOPIC WORD WEB

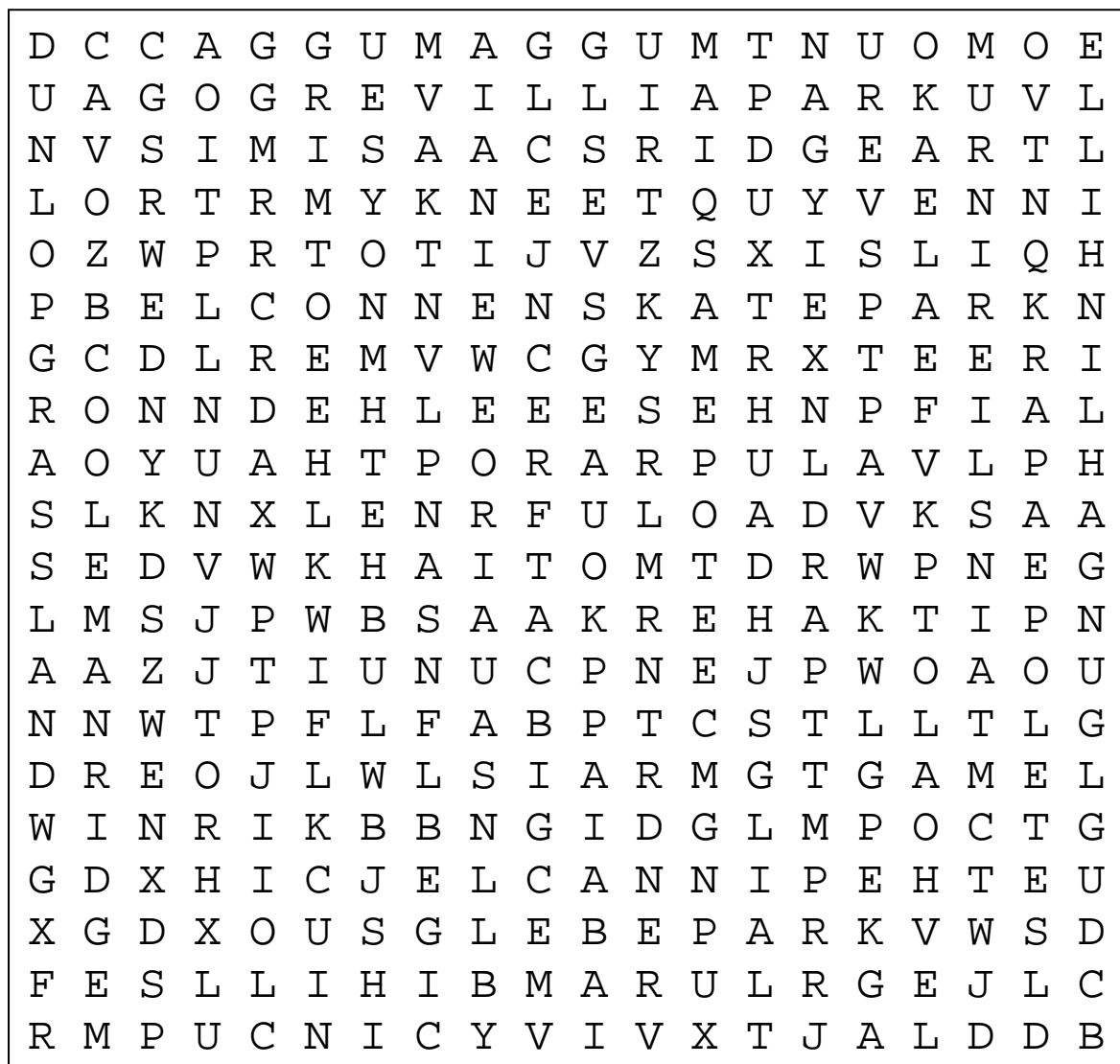
Choose a current 'hot topic' about parks in the ACT. Look in newspapers for ideas. Write the topic in the star and ideas about it in the surrounding boxes. Include opinions, facts, questions and suggestions. Use this chart as a springboard for a class presentation, writing an argument or letter, or running a debate. Write your next step under ACTION.



ACTION:

ACT URBAN PARKS AND OPEN SPACES

Below are some of ACT's urban parks and open spaces. See how many you can find!



ARANDA BUSHLAND	BELCONNEN SKATE PARK	BLACK MOUNTAIN
COMMONWEALTH PLACE	COOLEMAN RIDGE	DUNLOP GRASSLAND
FADDEN PINES	GLEBE PARK	GREVILLIA PARK
GUNGAHLIN HILL	ISAACS RIDGE	KINGS PARK
MOUNT MUGGA MUGGA	MT AINSLIE	MT PAINTER
RED HILL NATURE RESERVE	STROMLO FOREST	TELOPEA PARK
THE PINNACLE	URAMBI HILLS	YERRABI POND

EXTRA RESEARCH ACTIVITIES

1. Find the parks and open spaces on a map.
2. List your 5 top parks from the list. Explain your choices.
3. Write the directions from your school to one of the parks.

Brainstorm Activity:

Name: _____

What we know about Canberra's Parks

What we want to know about Canberra's Parks

